IMPROVING STUDENTS' SKILLS IN WRITING NARRARTIVE TEXT BY USING DICTOGLOSS DICTATION METHOD IN JUNIOR HIGH SCHOOL PESANTREN AR RAUDLATUL HASANAH MEDAN

A THESIS

Submitted to Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera Medan as a Partial Fulfilment of the Requirements for the (Degree of Sarjana Pendidikan) S-1 Program

By:

RIZALDI PULUNGAN

34144031

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH DEPARTMENT
MEDAN
2020

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<u>**RIZALDI PULUNGAN**</u>

34144031

Advisor I	Advisor II
<u>Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum</u>	<u>Utami Dewi, S.Pd, M.Hum</u>
NIP. 19750622 200312 2 002	NIP. 198202 27200801 2 009

**STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH DEPARTMENT
MEDAN
2018**

Nomor   : Istimewa   Medan, 30 Maret 2021

Lampiran   : -   Kepada Yth:

Perihal   : Skripsi   Bapak Dekan FITK UINSU

                a.n. Rizaldi Pulungan   di-

                                                  Medan

Assalamualaikum Warahmatullahi Wabarakatuh

     Setelah membaca, meneliti, mengoreksi, dan memberi saran –saran perbaikan seperlunya terhadap skripsi saudara

Nama   : Rizaldi Pulungan

NIM   : 34.14.4.031

Jurusan/Prodi : Pendidikan Bahasa Inggris

Judul   : Improving Students' skill in Writing Narrative Text by Using

                Dctogloss Dictation Method in Junior High School Pesantren

                Ar Raudhatul Hasanah Medan

Maka kami menilai bahwa skripsi ini dapat diterima untuk dimunaqosyahkan dalam siding munaqosyah Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

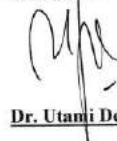   Demikian kami sampaikan atas perhatian saudara kami ucapkan terimakasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Advisor I

Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum
NIP. 19750622 200312 2 002

Advisor II

Dr. Utami Dewi, S.Pd, M.Hum
NIP. 19820227 200801 2 009

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SURAT PENGESAHAN

Skripsi yang berjudul : "Improving Students' skill in Writing Narrative Text by Using Dictation Dictogloss Method in Junior High School Pesantren Ar Raudhatul Hasanah Medan" oleh Rizaldi Pulungan, yang telah dimunaqasahkan dalam sidah munaqasah Sarjana Strata 1 Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara pada tanggal:

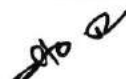**31 Maret 2021**
17 Syakban 1442

dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

Panitia Sidang Munaqasyah Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan UINSU Medan

Ketua   Sekretaris

Yani Lubis, S.Ag., M.Hum   **Dr. Abdillah, M.Pd**
NIP. 19700606 200003 1 006   NIP. 19680805 199703 1 002

Anggota Penguji

1. **Dr. Sholihatul Hamidah Daulay, M.Hum**   2. **Dr. Utami Dewi, M.Hum**
   NIP. 19750622 200312 2 002   NIP. 19820227200801 2 009

3. **Maryati Salmiah, S.Pd, M.Hum**   4. **Drs. H. Achmad Ramadhan, M.A**
   NIP. 19820501 200901 2 012   NIP. 19660115 199403 1 002

Mengetahui
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN SU

Dr. Mardianto, M.Pd
NIP. 19671212 199403 1 004

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan dibawah ini:

Nama   : Rizaldi Pulungan

NIM   : 34144031

Jurusan/Prodi : Pendidikan Bahasa Inggris

Judul   : **"Improving Students' Skill in Writing Narrative Text by Using Dictation Dictogloss Method in Junior High School Pesantren Ar Raudhatul Hasanah Medan"**

  Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

  Saya berani menerima segala konsekuensi bila pernyataan saya ini tidak benar.

  Demikian surat pernyataan keaslian skripsi ini saya buat dengan benar.

Medan, 20 Maret 2021

Yang membuat pernyataan

Rizaldi Pulungan

NIM. 34.14.4.031

ABSTRACT

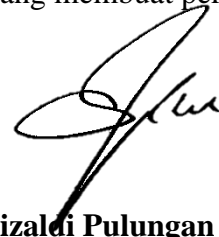**Rizaldi Pulungan. 34144031. Improving Students Skills in Writing Narrative Text by Using Dictation Dictogloss Method in Junior High School Pesantren Ar Raudlatul Hasanah Medan. A Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatra, Medan 2018.**

Keywords: *Dictation Dictogloss Method, Writing skill, Narrative Text, Classroom Action Research.*

This research was conducted to find out the improvement of students' skills in writing narrative text by using the Dictation Dictogloss Method. The population of this research was eight grade junior high school students of Pesantren Ar Raudlatul Hasanah Medan. This research was conducted by implementing the rules and steps of Classroom Action Research. The collected data in this research was analyzed by using qualitative and quantitative technique. The qualitative data was taken from observation sheet, interview, diary notes and documentations. The result of this research found that there was an improvement on students writing narrative skills by applying Dictation Dictogloss Method. It was supported by the increase mean of the score in every single meeting. The mean in pre-test was 40,67. The mean of post-test in cycle one was 65,6. The mean of post-test in cycle two was 70,17. This data indicated that students score was increased in every meeting. The percentage of students passed in every meeting was also improved. The data stated that in pre-test there were only two students passed (6,67%). In the post-test of cycle one there were fourteen students passed (46,67%). In the post-test of cycle two there were twenty students passed (66,67%). By the data gathered in this research, it can be concluded that students were more engaged, motivated and interested in writing narrative text after the implementation of Dictation Dictogloss Method.

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

Alhamdulillahirabbil,alamiin, all praised to Allah SWT The Almighty for blessings, loves and mercies given to me to complete this bachelor thesis. Sholawat and salam to our Prophet Muhammad PBUH for his thoughts and roles for the humankind in general and for Moslem in particular.

This bachelor thesis entitled "Improving Students Skill in Writing Narrative Text by Using Dictation Dictogloss Method" is submitted as final requirement in accomplishing bachelor degree in English Language Teaching (ELT) at Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatra.

There were a lot of people contributed in arranging this thesis. They have given me a supports, advices and motivations. In this valuable chance, I want to express my gratitude and appreciation to all of them.

1. Prof. Syahrin Harahap as a Rector of State Islamic University of North Sumatra.

2. Dr. Mardianto, M.Pd. as a Dean of Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatra.

3. Yani Lubis, S.Ag, M.Hum. as a Head of English Education Department.

4. Dr. Sholihatul Hamidah Daulay, S.Ag. M.Hum. as my 1st advisor who has given me a guidance, supports, corrections and kindness in arranging this thesis.

5. Dr. Utami Dewi, S.Pd. M.Hum. as my 2nd advisor who has given me a guidance, dedications, kindness and support in arranging this thesis.

6. All lecturers of English Education Department of UIN-SU who have taught me and shared their knowledge, insights and inspirations during my study in this department.

7. Amir Hidayah, S.E. as a Head Master of Junior High School Pesantren Ar Raudlatul Hasanah and English teacher Mr. Alfin Nashir, S.Pd. and all students of class 2 J as my subject in this research.

8. Special thanks and gratitude to my beloved Parent, Hamdani Pulungan and Syamsidar Chaniago for the supports, advices, prays, motivation, helps, kindness, cares and especially patience during finishing time of my thesis.

9. My beloved brothers and sister; Naufal Pulungan, Abdillah Pulungan and Chairunnisa Pulungan and all my families who always pray and support me to complete this research.

10. My Classmates in PBI 4, 2014 for all stories, memories, jokes and everything we have passed during our study.

11. Other people who cannot be mentioned one by one for their contributions to me in arranging this thesis.

I would be pleasure to accept some critics and corrections related to this thesis as I do believe this thesis has weaknesses. Hopefully this thesis will be beneficial for other ELT students and practitioners.

Medan, March 29th 2021

The Writer

Rizaldi Pulungan

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CHAPTER I

INTRODUCTION

A. Background of study

English is often referred to as a global language that is widely spoken in many countries around the world. It is critical for all students to study and master the English language in all aspects. Listening, speaking, reading, and writing are the skills that are supposed to be necessary for mastering English. All of these elements are connected. In this case, the analysts are focusing the discussion on writing because writing is one of the most difficult skills to master and because it is a crucial and necessary skill for students' future careers.

Writing is without a doubt the most challenging skill for L2 learners to master. The challenge is not only in creating and organizing ideas, but also in converting them into legible text. Writing necessitates a wide range of abilities. L2 writers must pay attention to both higher-level planning and organizing skills as well as lower-level skills such as spelling, punctuation, and word choice. If their language skills are poor, the challenge becomes greater.

A narrative text should be able to be written or produced by students in junior high school. Writing narrative text is not appealing or enjoyable for them, despite the fact that narrative text serves to amuse the reader. They know a lot of stories

about narrative texts, but when it comes to writing their own, they have a lot of problems. Many students struggle to come up with and develop their own ideas. Some students have an idea but are unable to articulate it in their own words. They also struggle to organize their thoughts into a logical order in order to write a good narrative text.

According to my observations, which were based on interviews with teachers and students, teachers typically ask students to write as many sentences as they can, but they must know how to get their students to write as many as they can. This fact motivates researchers to concentrate their efforts on assisting students in improving their writing skills. Writing narrative text necessitates a higher level of attention to detail. In writing, there are a number of complex laws that must be followed. When students write, they must pay special attention to word spelling, punctuation marks, dictionaries, grammar, the purpose of their writing, and the idea of their writing. Students, on the other hand, struggle to produce narrative text based on their ideas, according to the researcher. They are unsure of how to write and organize their idea into a good narrative text. It happens because they are generally only given narrative text examples. Then, with minimal guidance, they can write or create their own narrative text. It is the primary issue that the researcher hopes to address through this study.

Regardless of the obstacles encountered by students, writing is a critical skill. It's because people who use technology as a means of communication nowadays seem unable to be separated from the act of writing, which can range from the simplest, such as sending short messages via mobile phones, to the more complicated, such as writing business letters via e-mail. The value of writing can also be seen in the fact that it has become a requirement for people to compete in the global economy. Students must prepare for their future careers. When applying for a job, they must be able to write an application letter, as well as many other types of written texts. Writing is also a way of expressing oneself or engaging with others. Writing is essential to communicate with people who are separated in time and space, or when a permanent or semi-permanent record is required, as stated by Nunan[1].

Based on the above mentioned concerns, the researcher proposes using the dictogloss technique while instructing students on how to write narrative writings. Students will believe it is easy to compose or produce narrative content if they use this strategy. Dictogloss dictation is a technique that combines listening and writing abilities. They will also learn how to collaborate with their peers in a group setting. It will lead students through the process of exploring and creating their own narrative prose. They won't be perplexed as to how they'll write their own narrative text.

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[1] Nunan, David. 1993. *Introducing Discourse Analysis*. London: Penguin English.

B. Identification of the Problem

The success of the writing teaching and learning process may be influenced by a number of things. According to preliminary observations made at MTs.S Pesantren Ar Raudhatul Hasanah, there are three issues that impede the success of writing teaching and learning. There are issues pertaining to the instructor, issues pertaining to the students, and issues pertaining to the process.

1. Some problems related to students: interest, motivation, lack of vocabulary and grammar.

The teaching learning process and outcomes will be influenced by the students' interest, motivation, and lack of vocabulary and grammar comprehension. It will be easier to learn something for students who have a high level of curiosity and motivation.

The majority of students are uninterested and unmotivated in writing. It's because they consider writing to be an intangible activity. They don't have straightforward writing rules or methods. They have thoughts but are unable to put them into words. When they are given a writing assignment, they tend to use short and simple sentences. They are concerned about making errors. They don't have any writing learning techniques.

Because writing will not be examined on the national exam, some of them believe it is unimportant. They are unaware that writing is critical to their future schooling.

2. Process issues, such as classroom activities and interaction

Students' attention cannot be attracted to classroom activities. For writing tasks, the instructor does not use any appealing techniques. The learning process is focused on the teacher. For writing tasks, the teacher never encourages the students to work in groups.

C. **Limitation of the Problem**

The researcher focuses on the process of teaching students to write in a fun and engaging way in this study. Students would be encouraged to explore their writing abilities if such a teaching and learning process were used. They were also concentrating on developing and producing concepts. If they already have a basic idea, writing will be easier. Students in eighth grade were the focus of the study. The type of text used in this study would be narrative text. Students will learn how to use the dictogloss dictation technique to create a narrative text (fable).

D. **Formulation of the Problem**

The problem was formulated as follows, based on the problem's limitation:

1. How is the implementation of dictogloss dictation method in improving the 8TH grade students' skill of writing narrative text at MTs.S Pesantren Ar Raudhatul Hasanah?"

2. How is the improvement of students' skills in writing after using dictogloss method?

E. The objective of the Study

The purpose of this study is to use the dictogloss dictation technique to help students enhance their narrative text writing skills.

F. The signification of the study

a. Practical Significance

The study's findings will aid English teachers and other subject matter teachers in solving challenges concerning students' writing abilities. The study's findings will lay the groundwork for future academics to conduct more advanced research.

b. Theoretical Significance

The conclusions of the study would help to improve students' writing skills by enriching teaching theories and identifying appropriate techniques for improving students' writing skills.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Description

A.1. Writing

A.1.1. Writing Skills

Writing is among the most important skills that foreign language students need to develop. After listening, speaking, and listening, it is the final stage in language learning. To put it another way, the researcher can state that writing is a good predictor of whether pupils have mastered all of their previous skills or not. Before the students have to write, they should be able to listen, to speak, and to read. Writing ability is distinct from other abilities such as speaking and listening. Brown states that trends in teaching writing of ESL and other foreign languages are integrated with teaching other skills, particularly listening and speaking[2].

When students are instructed by their teachers to write about a specific topic, they may get knowledge from sources such as the radio, television, periodicals, the internet, and direct communication with experts in the field. They can begin writing once they have gathered adequate knowledge. They use their listening, speaking, and reading skills to gather information. As a result, no one can quickly

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[2]Brown, H. Douglas. 2000. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco: Longman.

and directly master this skill. Writing isn't something that comes naturally to most people. Writing is a productive rather than a perceptive skill.

It produces a message to communicate. Spratt, Pulverness, and Williams state that writing and speaking belong to productive skills[3]. She said that speaking and writing, particularly, involve producing language rather than receiving it. It means that pupils will generate an output as a sign that they have mastered both writing and speaking skills. The product of speaking ability can plainly be oral discourse or theatre. Meanwhile, writing skills might result in written stories, letters, or other sorts of material. Another linguist, Hyland explains that writing is a way to share personal meanings[4]. People form their own opinions about the subject. They will then exchange their perspectives on a topic with one another. A person's views may be different from other people's views. It depends on their belief. People must therefore make their perspectives (ideas) understandable and acceptable when building them.

Allah Subhanahu wa Ta'ala Stated about writing in Holy Qur'an (Surah Al-Alaq, Verse 1-4)

<div dir="rtl">

اقرأ باسم ربك الذي خلق ﴿۞﴾ خلق الإنسان من علق

اقرأ وربك الأكرم ﴿۞﴾ الذي علم بالقلم

</div>

---

[3] Williams, Melanie., et al. 2005. *The TKT Course.* Cambridge: Cambridge University Press.

[4] Hyland, K. 2004. *Second Language Writing*. New York: Cambridge UniversityPress.

Which means: Read! By the name of God (Allah SWT) Who has created you. He created the human from a clot of blood. Read! And your God is the most generous. He is the one who teach people through the pen.

This verse above has told us as a Muslim two essential things. It stated that Allah SWT ordered us to read and write. These things will never be separated and it will be very beneficial for people both in academic and professional. Because of that reason, reading and writing have become important skills for students in order to support their academic experience. Since its really important for them, they have to be taught on how to read and write properly so the aim of teaching and learning will be achieved.

Writing is very important for pupils in terms of taking notes from their teacher, writing a report, and fulfilling teacher assignments. It can be also an indicator to show that they have gained the information. It is essential for students to grasp the researcher's writing skills. If they do not master it, it will be difficult for them to share their teacher or their friends anything in a written form.

Writing is actually a developmental process. With the help of their teachers, students try to convey their thoughts or ideas in the best possible way. Teachers must provide children the freedom to create their own interpretations while maintaining a good and cooperative environment. What students need is to practice more and more. Brown illustrates that writing is like swimming[5]. When people want to be able to swim, they must have like an instructor to show them

[5] Brown, H. Douglas. 2000. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco: Longman.

basic method or tricks to swim, although the instructors are only their parents or their friends (not professional instructors). After they get the basic ability to swim, they will develop based on their own style. The more opportunities children have to swim, the better they will become. Writing has similar illustration with swimming. For the first time, teachers will instruct students on how to write. They will show students principles of writing. Students will attempt to develop their writing according to their own style once they have grasped the basics. Students should get enough writing practice to improve their writing skills. These exercises are designed to improve their ability to communicate themselves in a clear and concise manner.

Writing is concerned with language development as children experiment with words, phrases, and paragraphs in order to effectively communicate ideas. Students also review what they learned in class in terms of grammar and vocabulary. Writing can also be defined as the creation of unique text using pupils' mental and linguistic resources. They compose words or stories, practice penmanship, or fill in the holes with their own language.

Writing is the final product of students' continuous learning of individual activities. Wallace states that writing is the final product after students learn several stages of writing separately before[6]. Note-taking, selecting a key idea, outlining, drafting, and editing are the processes involved. It implies that writing is a difficult skill to master. It covers a variety of sub-skills that must be mastered

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[6] Wallace, Trudy., et al. 2004. *Teaching Speaking, Listening and Writing.* International Academy of Education (Educational Practices Series 1-14)

before an excellent piece of writing can be produced. Writing may appear to be tough because to its sub-skills, yet it may be learned in an enjoyable way.

A.1.2. Types of Writing

There are types of writing based on its purpose according to Hedge. They are[7]

- Personal Writing

    The examples of personal writing are: diaries, journals, shopping list, reminders for oneself, packing list, addresses and recipes.

- Public Writing

    The examples of public writing are: Letters of inquiry, complaint and request, form filling applications

- Creative writing

    The examples of creative writing are: poems, stories, rhymes, drama, songs and autobiography.

- Social writing

    The examples of social writing are: letters, invitation and notes of condolence, congratulations and thanks.

- Study writing

    The examples of study writing are: summaries, synopses and essays.

- Institutional writing

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[7] Hedge,T. 1998. *Writing.* Oxford: Oxford University Press. P.96

The examples of institutional writing are: agendas, reports, curriculum vitae.

A.1.3. Type of texts in writing

Texts can be roughly divided into literary / fictional texts such as poems, dramas, short stories, and novels and non-literary / non-fictional texts such as (newspaper) articles, reports, letters (to the editor) etc.

writer has different possibilities for presenting his material. These forms are known as text types[8]:

a. Argumentative texts

Argumentative is a type of writing that is used to assess an issue and express a viewpoint. The writer examines other people's thoughts and, in most cases, uses arguments, facts, and statistics to persuade or reassure the reader of the validity of his own. Political speeches and newspaper editorials are common examples.

b. Narrative texts

This text is used to tell a story. They present a sequence of events as they happen one after the other, usually in chronological order. a narrative text (mostly a novel), with maybe a few descriptive passages.

c. Descriptive texts

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[8] Brooks, A. and P. Grundy. 1990. *Writing for study purpose*. Cambridge: Cambridge University Press.

This text is used to describe for example people, places or an atmosphere. The reader learns where things are and what they look like. A description can be either a neutral observation or a more personal and subjective one.

d. Expository texts

This text is used to explain how things function. The give factual information and typically present their material in a matter-of-fact tone and avoid a personal viewpoint.

e. Instructive texts give

This text is used to give instructions and advice, i.e. they tell the reader what (not) to do in certain circumstances.

A.2. Dictogloss Method

A. Definition of dictogloss

Wajnryb is credited with helping to develop a new way of dictation known as dictogloss[9]. Dictogloss is a relatively new technique of language instruction. Students replicate a dictated text word for word in traditional dictation. However, dictogloss has different procedures and objectives. It combines dictation, paraphrase and interpretation. The idea was simple: students listen to a passage, take notes on significant terms, and then collaborate to reconstruct the text. In a dictogloss task, learners listen, write, and talk while relying on their understanding of the target language's semantic, syntactic, and discourse systems to perform the assignment, with the emphasis on grammatical competence.

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[9] Wajnryb, Ruth. 1990. *Grammar Dictation.* New York: Oxford University Press.

Grammatical accuracy, textual cohesion (if the resulting text holds together as a coherent 'chunk' of language), and logical sense are the three criteria used to evaluate the student-generated versions. As long as they match these standards, alternative versions to the original specified form are encouraged. Dictogloss is an integrative method that was designed with second-language learners in consideration. The goal of Dictogloss is to improve students' comprehension of text structure and grammar in a real-world setting. As research indicates, effective writing instruction focuses on grammar and text structure within context of use[10]. Students listen to a model of narrative text structure and dissect it collectively before recreating it in this educational technique.

Dictogloss' collaborative nature enables all learners, especially second language learners and struggling readers, to examine an outstanding narrative passage and learn how the author developed it. The quality of students' writing increases when they are specifically taught about genres and their textual differences.

B. Aims of dictogloss

Wajnryb mentioned the aims of dictogloss:

B.1. It aims to provide an opportunity for learners to use their productive grammar in the task of text creation. As they combine their fragmented notes and consider the many language alternatives, learners' linguistic resources are relied upon.

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[10] Bromley, K. (2007). *Best Practices in Teaching Writing*. In L. Gambrell, ed., L. M. Morrow, ed., & M. Pressley (Eds.), Best practices in literacy instruction (pp. 243–264). New York: Guilford

B.2. It aims to encourage learners to find out what they do and do not know about English. The attempts to recreate the text, as well as the following examination of those attempts, demonstrate this.

B.3. It aims to upgrade and refine the learner's use of the language through a comprehensive analysis of language options in the correction of the learner's approximate texts.

C. Steps in dictogloss

Wajnryb[11] outlined four phases in dictogloss:

- Preparation (Warm-up)

The topic is introduced, as well as crucial vocabulary. This can be accomplished through a variety of methods, including an open class discussion, group brainstorming, question and answer elicitation, and text content prediction using pictures or terminology. The most crucial factor is that students are interested in the material and are engaged with it.

- Dictation

Wajnyrb advises that students listen to the dictation twice, with both readings being as close to identical as possible. The text is read at a normal pace, with brief pauses between sentences. Students are instructed not to write something the first time they sit down, but rather to let the words wash over them. This allows students to get a sense of the passage as a whole. Students can take

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[11] *Ibid. P. 58*

notes during the second listening session. The teacher should propose that students concentrate on observing and recording key content or information words at this point.

- Reconstruction

Learners work in small groups to rebuild a version of the text using the notes they've provided. It is beneficial if each group has a scribe who channels all suggestions. As the group's text arises from debate, the scribe writes it down. When it's finished, the group double-checks the text for grammar, cohesion, and logic.

- Analysis and correction

Learners examine their text and compare it to the reconstructions of other groups. In this way errors are exposed and discussed. The class may discuss the differences in the texts, then compare their texts with the original and note or make necessary corrections. Learners should not see the original text until after they have analyzed their own modifications.

D. Advantages and disadvantages of dictogloss dictation method

Dictogloss activities are used in task-based language training to assist learners to focus on the form of their language while simultaneously being rooted in communication.

Some of the several advantages are:

1. The four linguistic skills of listening, reading, speaking, and writing are all integrated in this approach.

2. It also allows students to converse about both the content and the language itself.

3. This activity is a good way to introduce students to new facts and urge them to pay attention to key points.

4. Less confident students benefit from this strategy because they are asked to engage in their groups as part of the activity's structure.

Besides the advantages of dictogloss above, there are also stated by Anderson as follows[12]:

1. Dictogloss has a lengthy method that takes a long time to perfect in the learning and teaching process.

2. Ineffective for lower-level students.

3. If the dictation is not recorded on tape, the test will be less reliable, as there will be differences in speed of delivery of the text to different audience.

4. The exercise can be unrealistic if the text used has been previously created to be read rather than heard.

5. Dictation is in fact written passages that are read out aloud so they do not help students to understand the difference between the oral and written language.

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[12] Anderson, Mark and Kathy Anderson. 1998. *Text Type in English 3*. South Yara: Macmillan Education. P.154

B. Relevant Research Studies

The researcher found some related studies of using dictogloss dictation method during teaching writing which aimed to improve students' ability in writing. For the first, it was Inu Setianas's study which held in Bandung. His study is about implementing the dictation dictogloss method in teaching writing. It was conducted in Bandung for seventh grade students of junior high school.

From this research, he found the improvements of students writing skill significantly. It can be proven from the increase of mean score from pre-test to post-test.

For the second study, it was done by Zahra Amirian. Her study was focused on dictogloss dictation method implementation in teaching coherent text to her students. It was aimed to dig an effect that will be occurred in the classroom after implementing the dictation dictogloss method. She found that this method has given a good effect to students' participation and understanding during study in their class.

Those studies above have been enough proof to state that dictation dictogloss method has an effect in increasing students writing skill. Because of that, the researcher was sure that dictation dictogloss method is one of the good learning ways that could be implemented in the classroom.

C. Conceptual Framework

Writing skill of the eighth grade students at MTs.S Pesantren Ar Raudhatul Hasanah still needs to be developed. This situation is caused by several reasons; one of them is dealing with the media that are given in writing class. The teaching technique may not be appropriate with what students want. This situation may lead students have less passion to learn. They only learn (writing) to complete their duty as students who learn English. They do not have more expectations about their writing.

Students actually need suitable teaching technique in order to make them motivated to learn. If the teaching technique is appropriate, students will enjoy the lesson. If they have enjoyed the lesson, they will explore their skill smoothly. As a result, they will produce good writing, in this case. That is why, a solution related to the teaching technique should be found out. The solution should lead students to enjoy writing class without any pressure and boredom.

In this case, the researcher offers a solution. It is teaching writing through dictogloss. Dictogloss offers interesting and easy way in writing. It is easier for them to get and arrange the idea. Students are working in group and they learn how to share their idea and combine it with others' idea in a group. It will guide students to generate idea to write. They will not be confused about what will they write anymore.

D. Actional Hypothesis

A hypothesis is the statement or estimation of identifying feature in temporary of research problem which has weak correctness that needs empirical experiment. In this research, the hypothesis may be stated as follow: Dictogloss dictation method can improve student's ability in writing narrative text.

CHAPTER III

RESEARCH METHODOLOGY

A. The Location of Research

This research will be conducted at MTs.S Pesantren Ar Raudhatul Hasanah, Medan and will be focused on 2nd grade of Junior High School in the academic year 2019-2020. This location is chosen because the writer found the problem of the research there, besides, the same research had never been conduct there.

B. Research Design

A method utilized in this research was a classroom action research. As a pre-service teacher, the author will conduct a research by doing teaching and learning process in a classroom. According to my preliminary study, the writer determines the problem passed by the students in learning English, which was the trouble in composing narrative text. Thus, in this case, the research purpose was to improve the students' skill in writing narrative text dealing with dictogloss dictation strategy.

Action Research is a reflective process that aims to solve a particular teaching-learning problem that has identify. One of Action Research's goals is to improve teaching practice and, in the long run, the entire curriculum. In order to do action research it is necessary to carry out a rigorous study in which the problem has to be clearly specify, an action plan has to be describe and carry out, finally an

evaluation has to be contemplate in order to show if the decisions taken were the adequate ones[13]

According to McNiff, Action Research is an approach to improving education through change, by encouring teacher to be aware of their own practice, to be critical of that practice, and to be prepare to change it[14]

An Action Research can also be done by undergraduate students. As Phillips and Car state that, by doing an action research project, students would become a teacher more equipped to thrive the writer a professional environment[15]. Phillips and Carr defined Action Research for pre-service teachers (students who will become teachers) is a process of learning with community to think and act critically to recognize and negotiate political systems, and to focus passing growing in one's identity as a teacher[16].

From the previous session, the writer could say that a Classroom Action Research is a type of research which conducted by an undergraduate student, a teacher or a team of teachers in a classroom to observe students' learning process in order to improve teaching process effectively.

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[13] Anne Burns, *Doing Action Research in English Language Teaching ; A Guide for Practitioners,* (New York: Routledge, 2010), p.5.
[14] McNiff, J, *Action Research: Principles and Practice*,(New York: Routledge, 2006),p. 4
[15] Phillips, D.K and K.Carr, *Becoming a Teacher through Action Research: Process, Context, and Self-study*,(New York: Routledge, 2010), p.2.
[16] *Ibid*, p.7.

1. Classroom Action Research for Pre-service Teacher

In the previous session, the writer has state about the definition of classroom action research for pre-service teacher. Phillips and Carr said that, many pre-service teacher education programs include an inquiry project, capstone project, teaching improvement project, or some other experience could be frame as action research[17]. By doing classroom action research, pre-service teacher would become a teacher with more equip to thrive in a professional environment where sometimes teachers may be under valuate, under power, and at times even silence by the culture of schooling.

A Classroom Action Research done by pre-service teachers is a powerful way of being a teacher. Phillips and Carr stated that, the result of that action research is a beginning of a journey in becoming a teacher. Living the teaching/ research life is to simultaneously improve teaching practice, student outcomes, and system of schooling to be more just and equitable for all children and adolescents[18].

While the term classroom action research is closely associated with integrating practice and research, there are other forms of school based methodologies that support the same goal of improving one's teaching practice. The most appropriate framework for my action research according to the objective is integrated action.

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[17] Phillips, D.K and K.Carr, *Becoming a Teacher through Action Research: Process, Context, and Self-study*,(New York: Routledge, 2010), p.2.

[18] *Ibid*, p.17.

The following table by Phillips and Carr explains the detail of integrated action:

Table 3.1

Integrated Action by Phillips and Carr

Purpose	Methodology	Trustworthiness
To specifically "try out" a teaching method, practice,or approach in order to improve students learning, attitude,or motivation	Identify the dilemma or concern. Devise and implement a plan or strategy to address the issue. Collect data to analyze the success of the plan or strategy. Consider what has been learned about teaching and learning.	Established through "Thick" description, triangulation of data sets, conclusion grounded in literature concerning the method implemented.

2. Stages in Classroom Action Research

According to Phillips and Carr, Action Research typically involves three broad phases in a cycle of research. Teaching and research are viewed as involving a continuous cycle or spiral of planning, implementing, and reflecting[19] The phases in doing a classroom action research are present in the following figure:
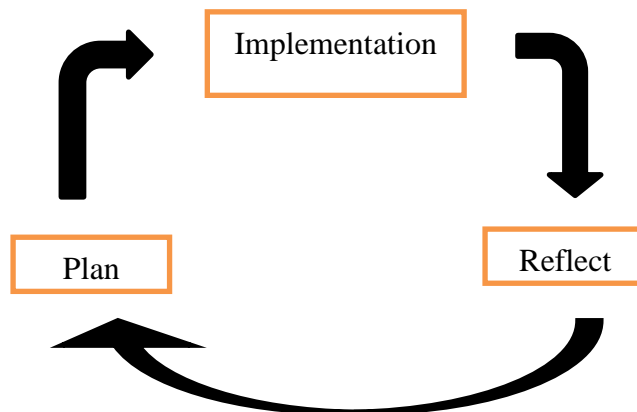
Figure 3.1

Cycle of Action Research by Phillips and Carr

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[19] *Ibid*, 42.

Since Phillips and Carr did not give a clear explanation of the three phases, so the writer takes the explanation from According to Kemmis and McTaggart in Burns as follows:

a.　Planning

In this phase you identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where you consider:

  i) What kind of investigation is possible within the realities and constraints of your teaching situation;

  ii) What potential improvements you think are possible

b.　Action

The plan is a carefully consider one which involves some deliberate interventions into your teaching situation that you put into action over an agree period of time. The interventions are 'critically informed' as you question your assumptions about the current situation and plan new and alternative ways of doing things.

c.　Observation

This phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involve. It is a data collection phase where you use 'open-eyed' and 'open-minded' tools to collect information about what is happening.

d. Reflection

At this point, a researcher reflect on, evaluates and describes the effects of the action in order to make sense of what has happened and to understand the issue he/she has explore more clearly. The writer may decide to do further cycles of action research to improve the situation even more, or to share the 'story' of research with other parts of ongoing professional development[20].

C. Subject of the Reaserch

The subject of this study is 8th grade students of MTs.S Pesantren Ar Raudhatul Hasanah on the academic year 2019/2020. There are eighteen classes for 2nd grade students of Junior High School. Started from class 2B,2D,2F,2H,2J,2L,2N,2P,2R for male students and 2C,2E,2G,2I,2K,2M,2O,2Q,2S for female stuedents. The number of 2nd grade junior high school students is 540 students. I will conduct my research in class 2J as my subject of research.

The writer chooses the 2nd grade students instead as the participants of the study because:

1. The writer considers that it was better to give students stimulus in learning narrative text earlier, so that they would have a lot of practicing.

2. According to the teacher in that school, the students were lack of skill in writing. Moreover, they often practice their writing skill and rarely given the deeper knowledge, discussion or tips to make a good writing in the class.

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[20] Anne Burns, *Doing Action Research in English Language Teaching ; A Guide for Practitioners,* (New York: Routledge, 2010), p.7-8.

3. This study will be conducted to improve students' skill in writing narrative text dealing with dictogloss dictation method.

Table 3.2

Gender of Sample

(Source from the structure of the organization school)

Gender	Class	Student
Male	2 J	30
Female	-	-
Total		30

D. Procedure of The Research

The procedure and the method of classroom action research consisted of two cycles. And each cycle will be conducted based on what researcher has planned before. Each cycle has been plan for three weeks. The first cycle consisted of two meetings; first and second meeting. The second cycle consisted of two meetings; three and four meeting. And before going to cycle, the researcher conducted an orientation test or pre-test, so there will be five meetings in total. In conducting the research, there are four steps that included such as; planning, action, observation and reflection. The stages of Kemmis and McTaggart model in action research can be seen as the following figure:
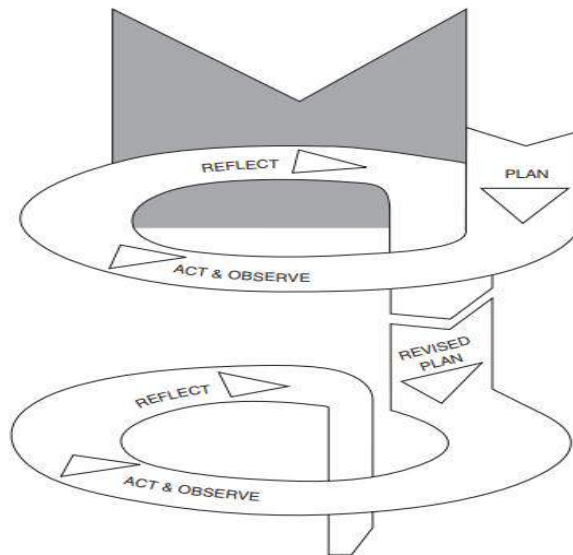
Figure 3.2 Kemmis and McTaggart model in action research

Cycle I

1. Planning

Researcher had a plan to conduct the cycles in three meetings. He planned the course by considering general and individual aim. By considering the competences, hopefully the cycles would run smoothly and easily.

During first meeting he planned to give an explanation of narrative text to the students. He would give an explanation about the generic structure, purpose and the language features of a narrative text. He would also start to implement the dictogloss dictation method during learning process in order to introduce the students to the dictoglos and how the dictogloss will help them in writing narrative text.

For the upcoming two meetings, he had a plan to recall the students' knowledge on narrative text and dictogloss by asking some related questions. He also provided some narrative texts with pictures related to it. In the first meeting the students would not use dictogloss to write narrative text. They would be assessed to write a narrative text based on their prior knowledge and ideas

The dictogloss dictation method would be implemented in second and third meetings as the learning technique to help the students in writing narrative text. The dictogloss was equipped with template which would provide the place for students to take notes and write down some important words and also the whole passages. To help the students to separate the orientation, complication, resolution and the coda, there would be some boxes provided in the template.

For cycle one, the students were engaged to pay attention to the teacher's explanation, interested and became motivated by the learning process, to achieve learning indicators and to be more disciplined in their learning process. The researcher also designed some questions for the English teacher, collaborator and students to support the meetings. The questions would suit with their comment on the learning and teaching process and also their expectation on the next meetings. The handout also provided for the students to help them in learning the materials.

2. Action

<u>**First Meeting**</u>

In this session, the researcher arranges the activities as follows:

a) Starting the class by greeting and followed by du'a recitation and Basmalah.

b) Introducing himself and his goals of doing a research in the class.

c) Reading an attendance list.

d) Starting the learning process by warming up activity.

e) Eliciting the student's knowledge about narrative text.

f) Giving a pre-test conduct in the beginning of the research. The purpose of this test is to check the students' knowledge about narrative text. The writer assesses the students to make a simple narrative text about legend or fable.

g) Checking student's writing about fable and legend, (focusing on some parts, such as; components of narrative and past tense)

h) Giving the students an explanation and example of the good narrative text and showing them some characters that usually appear in narrative text, like; deer, frog, buffalo, turtle and cinderella order to make students able to understand narrative text deeply and also realize their mistakes on writing.

i) Giving a sample of narrative text to the students as a quiz or second pre-test. In this part, the researcher tries to dig students understanding about narrative text. They have to give a mark or symbol to the components of narrative text, like; orientation, complication and resolution.

j) After the time is up, the researcher ended the class by saying hamdalah greeting and thanking the students for their participation.

Second Meeting

a) Starting the class by greeting and followed by du'a recitation and Basmallah.

b) Reading an attendance list.

c) Starting the learning process by warming up activity.

d) Asking some question about their previous lesson about narrative text to recall their previous knowledge.

e) This is the next activity, in this activity, the researcher try to implement dictogloss dictation method while teaching writing of narrative text.

f) Dividing students to ten groups.

g) Giving each group one paper of narrative text about fable under the title "true friend" with lost sentences on it. So the every group has to focus on their lost part and try to fill it with correct sentences.

h) Researcher read a whole text twice in front of the class and all group members have o listen it carefully to filling their lost part.

i) Discussion time, in this time all students have to discuss words or phrases they got that may be included in to lost sentences. And try to make a full sentence as a lost part.

j) One of team member read carefully of their discussion result and all members should pay attention to their friends.

k) He read the whole part of the narrative text for the last time and students have to focus on the sentences and revise some missing or incorrect parts.

l) He closed the class by saying hamdalah and greeting the students.

3) Observation

The observation is conducted to check:

a) The students' activity in getting keywords and writing paragraphs.

b) The students' response during the teaching and learning process

c) The student's test

4) Reflection

After implementing the actions in Cycle one, the researcher got a view and realized the influence of the actions to the students' writing ability. The learning and teaching process ran smoothly and as hoped during the implementation of Cycle one. In order to know students' opinion in which the researcher could identify the changes occurred before, during and after the actions, he did interviews to the students and English teacher

From that students and english teacher interview, researcher got some comments about the implementation of the dictogloss technique in the Cycle one. The English teacher gave good comments as he said that students' interest in writing was increased and also they could enjoy the process although there were still some students who were lack of interest and attention during the writing process although they still paid attention to their friends during discussion.

Cycle 2

From the reflection of Cycle one, the researcher found that students still had some problems in their writing especially related to the content, language use and mechanics. Therefore, in Cycle two the researcher gave more concern and attention to those problems.

1. Planning

In Cycle two, the researcher still used the dictogloss technique to improve the students' writing skill. In Cycle one, the students showed some improvements related to their writing skill. They improved in generating ideas, sentences structure, tenses and vocabulary. However, those still could be improved in Cycle two also by using dictogloss.

In this stage, the researcher planned to provide one meeting, which discussed on recalling the students' knowledge of the fable text and the story map. As in the previous Cycle, the researcher made the lesson plan for each meeting. The materials that would be taught were some short comings and difficulties that the students experienced in Cycle one. He also gave interesting topics to be written by the students.

2. Action

<u>Third meeting</u>

In this session, the researcher arranges the activities as follows:

a) Starting the class by greeting and followed by du'a recitation and Basmallah.

b) Reading an attendance list.

c) Starting the learning process by warming up activity.

d) Asking some question about their previous lesson about narrative and dictogloss method to recall their previous knowledge.

e) Post-test, in this test the researcher assessed the student by giving them a sheet with some blanked boxes entitled "the rabbits and the turtle". Students have to fill the box with keywords they got from each paragraph (orientation, complication and resolution) that will be useful for them to write the paragraphs of this fable text.

f) The researcher read the whole text loudly in front of the class and students should pay attention to get keywords for each paragraph and write it in the box.

g) Next part, the researcher read the text for second time and this is time for students to make a paragraphs.

h) After finishing the post test, the researcher and students discussed about their work together.

3) Observation

The observation is done to check:

b) The students' activity in getting keywords and writing paragraphs.

c) The students' response during the teaching and learning process.

d) The student's test.

4) Reflection

From the data concluded from Cycle two, the researcher did not find any significant problems related to the students' writing of the fable text. Almost all of the students got better result than in Cycle one. They also made less mistakes in their writing. The students also seemed enthusiastic and interested in learning English. The students were also able to get the keywords, develop the text, organize the text, use the appropriate words and use the correct tense, pronouns, punctuation and capitalization.

The dictogloss successfully helped the students to write. From the result of the students' writing, it can be seen that the students wrote good fable story by using dictogloss. The students were no longer confused with what they wanted to write for their fable story because they got the keywords and the plot of the story before they wrote the story.

E. Technique of Collecting Data

Phillips and Carr stated that in classroom action research, data is collect via four methods: observation, interview, Documentation and Diary Note[21]. A complete data set contains data from each of these three categories. Based on Phillips and Carr, the writer collect data through:

1. Observation

In observation, as a student-teacher-researcher, the writer watches critically and deliberately as a participant in the classroom. By observing, the writer recognizes that 'live action' provide powerful insights. In this step, the writer notes the students' participation and attitude during the teaching and learning process.

2. Interview

The interview was to inquire, to ask questions of the students, and to listen to colleagues, mentor-teacher, and other connected with the research in order to hear another side, version, or angle of the teaching and learning process the writer did.

3. Documentation

The writer used a camera to collect all the data. Camera used to take a picture of the students and the teacher while teaching and learning process.

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[21] Phillips, D.K and K.Carr, *Becoming a Teacher through Action Research: Process, Context, and Self-study*,(New York: Routledge, 2010), p.77.

4. Diary Note

Diary note was used to write down the situation when teaching and learning process. The diary notes are useful for knowing all students' activities, student's difficulty, and student's interest during the teaching and learning process.

5. Tests

In this research, the writer constructed some kinds of test. They are pre-test, and post-test. The first test is pre-test which were given to the students in the beginning of collecting data. Since the participants of the study were the thirty of student in 8th grade junior high school Ar Raudlatul Hasanah, the pre-test was to measure how far student understands about narrative text. The test conduct in a class that students are not allowed to use any dictionary nor asking their friends.

After doing a teaching and learning process, that includes a treatment given to students by using dictogloss dictation method to improve student's skill in writing narrative text, the researcher gave a post-test for the student. in order to find whether there an improvement in their achievement on their writing skill or not after giving the treatment.

F. Technique of Data Analysis

In this research, the data was collected by using quantitative and qualitative data. Quantitative is broadly used to describe what can be counted or measured and can be considered objective. In collecting quantitative data, the researcher conducting writing test, while qualitative data is used to describe data which are not able to counted or measured in an objective way.

1. Qualitative Data

The qualitative data is used to describe the situation during teaching and learning process. The data of analysis in qualitative will get from observation, interview, diary notes and documentation. According to Miles and Huberman, there are three steps of qualitative analysis, as follow:

a. Data reduction

There are some steps that the researcher will do in the process of data reduction:

1. Summarizing the data directly related to event, situation and condition in location of the research. In this step, the researcher will choose the relevant data appropriate with to the research.

2. Coding, the researcher will make the detail information from the data that has already summarized before. The researcher will make codes or symbols to brief the collection data.

3. The researcher will note the data objectively. She also will make the classification and edit the data based on the factual situation.

4. The researcher will be reflecting the data and give the ideas of thinking related to the data information. In this process, the researcher will find the significance of development theories.

b. Data display.

1. Collecting the result of data reduction.

2. Arrange the relevant data of research.

3. Make a diagram, table or matrix. The contain of diagram or matrix will present in codes or symbols (words or phrasal verbs)

c. Conclusion/verification

The last process of qualitative analysis is conclusion or verification. The researcher will make the conclusion from the result of data display. The process of conclusion/verification aims to make clear the explanation that has already presented in data display.

After the process of data qualitative analysis was complete, the researcher will make sure the data by using peer de brief. In the process of peer de brief, the researcher will discuss to the teachers in order to reflect on what went right (or wrong) from the data analysis.

2. The quantitative data

The research applies quantitative and qualitative approach. Wallace states that quantitative data is broadly used to describe what can be measured or counted. The quantitative data is found by analysing the score of students[22].

In this research, the quantitative data was used to analyse the score of student's writing ability. The data of quantitative will be scoring by using the rubrics of assessment that adopted by Brown. There are some aspects of assessment in writing such as; content, organization, language use, vocabulary and mechanical skill. Jacob in Hugnes also proposes five components in testing writing. The components are content, organization, vocabulary, language use and mechanics.[23]

In evaluating the students' improvement on writing narrative, the writer will simplify the scoring of writing. The writer will use four components. The components are identification, description, grammar and vocabulary. Each of them has their own highest score. The highest score for identification is 30, grammar is 20, and vocabulary is 20. Therefore, the total score will be 100 point.

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[22] Wallace, Michael J. 1998. *Action Research for Language Teachers*. Cambridge: Cambridge University Press

[23] Hugnes, Arthur. 2003. *Testing for Language Teaching*. Cambridge: Cambridge University Press.

Here are the indicators of success in writing for students;

Table 3.3

The indicators of student's success in writing[24]

NO	CRITERIA	INDICATOR	SCORE	MAXIMUM SCORE
1	Identification	- Introduce the object clearly - Using complex sentence	15 15	30
2	Description	- Complete in elaborating - The complex sentence	15 15	30
3	Grammar	- Using simple sentence - Using adjective - Good in sentence building	10 5 5	20
4	Vocabulary	- Using English word in common - Good in translation - Using appropriate words	10 5 5	20
TOTAL				100

[24] Kusmana, Suherli. 2014. *Kreativitas Menulis*, Ombak. P.65

Furthermore, the researcher uses the formula to know the development of the students score for each cycle, the mean of the students test are computed by applying the following formula:

$$X' = \frac{\Sigma x}{n} \text{ x } 100 \text{ %}$$

Where;   X' = mean

x = individual score

n = number of students

to categorize the students who are competent to write a descriptive text, the following formula is applied;

$$P = \frac{f}{n} \text{ x } 100$$

Where;   P = the class percentage

f = total percentage score

n = number of students

CHAPTER IV

DATA & DATA ANALYSIS

A. The Presentation of the Data

The data for this study was gathered from handwritten notes, interviews, observation sheets, documents, and tests. During the data collection process, the researcher conducted an observation in the classroom by interviewing the teacher and students, followed by a debrief with a teacher about what they would do if they were in that situation. The activities that were done in two cycles were the primary focus of this study. Planning, action, observation, and reflection were all covered in each cycle. This study was limited to a single class. Class 2 J, which had a total of 30 pupils, was selected. They were never absent from the study process.

A.1 Quantitative Data

The quantitative data was derived from the results of the writing test. The test was also relevant to the subject that had been discussed in each class cycle. The writing test was conducted in two stages. The researcher holds three sessions for each of the two cycles. Students were given the writing test at the end of each cycle. The following table shows the results of the pupils' writing test.

TABLE 4.1

Students result in Pre-Test & Post-Test I (Cycle I) and

Post-Test II (cycle II)

No	The Initials of Students	SCORE		
		CYCLE I		CYCLE II
		Pre-Test	Post-Test I	Post-Test II
1.	AA	90	90	95
2.	AJD	80	40	70
3.	RTA	60	60	70
4.	RAB	50	95	65
5.	ARI	50	60	70
6.	ARL	50	50	70
7.	MRR	40	80	75
8.	BP	40	50	75
9.	RSI	40	70	75
10.	MFR	40	70	60
11.	FR	40	50	50
12.	MYA	40	40	60
13.	AH	40	90	70
14.	MHA	40	80	80
15.	MF	40	50	65
16.	EEF	40	50	75
17.	AAH	40	90	80

No.	Name			
18.	ZHS	40	80	70
19.	ZFH	30	90	85
20.	MBP	30	50	60
21.	MFR	30	60	70
22.	ARF	30	50	80
23.	LM	30	80	60
24.	MHR	30	70	75
25.	HFK	30	90	65
26.	MRA	30	60	65
27.	RS	30	50	50
28.	RIK	30	70	70
29.	NRS	30	50	80
30.	ZNZA	30	50	70
Total		1220	1965	2105
Mean		40,67	65,5	70,17

Based on the table above, the mean of the students' score showed the enrichment continuously from pre-test until post-test in the second cycle. To know the mean of students' scores could be seen in the following formula:

$$M = \frac{\sum x}{N}$$

In the pre-test, the total of students' score was 2.050 and the total of students who took the test was 43. So, mean of the students' score was:

$$M = \frac{1.220}{30}$$

$$= 40,67$$

Based on the analysis above, the students' ability in writing a narrative was still low. The mean of the students was 40,67. The number of students who were competent to write the appropriate caption of the picture was calculated by applying the following formula: $P = \frac{R}{T}$ x 100 %

$$P_1 = \frac{2}{30} \text{ x 100 \% = 6,67 \% and}$$

$$P_2 = \frac{28}{30} \text{ x 100 \% = 93,33 \%}$$

Table 4.2

The Percentage of the students' Score in Pre-Test in the First Cycle

	Criteria	Total Students	Percentage
P1	Passed	2	6,67 %
P2	Failed	28	93,33 %
TOTAL		30	100 %

Based on the table analysis above, the students' ability in writing an appropriate narrative text was low. It can be seen from the mean of students was

40,67. The percentage of students' score was 2 students got passed score up to 70 or it was only 6,67 %. On the other hand, 28 students got failed score up to 70 or it was 93,33%. It can be concluded that the students' abilities in writing narrative text were low when doing action research in pre-test. So, post-test was continued in the first cycle.

During the first post-test in Cycle one, the total of students' score was 1.965 and total of students' who took the test was 30 students. So, mean of the students' score was:

$$M = \frac{1.965}{30}$$

$$= 65,5$$

Based on the analysis above, the students' ability in writing an appropriate narrative text had been increased compared with a previous score in pre-test but it is still not reach the KKM target. The mean of the students was 65,5. The number of students who were competent in writing narrative text was calculated by applying the following formula:

$$P = \frac{R}{T} \text{ x } 100 \text{ \%}$$

$$P_1 = \frac{14}{30} \text{ x } 100 \text{ \% } = 46,67 \text{ \% and}$$

$$P_2 = \frac{16}{30} \text{ x } 100 \text{ \% } = 53,33 \text{ \%}$$

Table 4.3

The Percentage of the students' Score in Post-Test of the First Cycle

	Criteria	Total Students	Precentage
P1	Passed	14	46,67 %
P2	Failed	16	53,33 %
TOTAL		30	100 %

Based on the table analysis above, students' ability in writing an appropriate narrative text had been increased compared with a previous score in pre-test but it is still not reach the KKM target. It can be seen from the mean of students was 65,5. The percentage of students' score was 14 students got passed score up to 70 or it was only 46,67 %. On the other hand, 16 students got failed score up to 70 or it was 53,33% it can be concluded that students' ability in writing an appropriate narrative text had been increased but still not reach the KKM target score when doing action research in post-test one. So, post-test continued in the second cycle.

In the post-test II in Cycle II, the total of students' score was 2.105 and total of students' who took the test was 30. So, mean of the students' score was:

$$M = \frac{2.105}{30}$$

$$= 70.17$$

Based on the analysis above, the students' ability in writing an appropriate narrative text got increased. It can be seen from the mean of the students was 70,17. The number of students who were competent in writing an appropriate narrative text was calculated by applying the following formula :

$$P = \frac{R}{T} \times 100\ \%$$

$$P_1 = \frac{20}{30} \times 100\ \% = 66{,}67\ \% \ \ \text{and}$$

$$P_2 = \frac{10}{30} \times 100\ \% = 33{,}33\ \%$$

Table 4.4

The Precentage of the students' Score in Post-Test of Cycle II

	Criteria	Total Students	Precentage
P1	Passed	20	66,67 %
P2	Failed	10	33,33 %
	TOTAL	30	100 %

Based on the table analysis above, the students' ability in writing an appropriate narrative text had been increased compared with a previous score in first post-test. It can be seen from the mean of the students was 70,17. The percentage of students' score was 30 students got passed score up to 70 it was 66,67%. In the other hand, there are 10 students got failed score up to 70 or it was

33,33 %. It can be concluded that the students' ability in writing an appropriate narrative text had been significantly increased. So, post-test of the second cycle was categorized with pass.

Table 4.5

Data analysis of the students' score in Pre-Test and Post-Test from the first and the second Cycle.

NO	Initial of Students Name	CYCLE I				CYCLE II	
		PRE-TEST	Passing Grade (>70)	POST-TEST I	Passing Grade (>70)	POST-TEST II	Passing Grade (>70)
1.	AA	90	Passed	90	Passed	95	Passed
2.	AJD	80	Passed	40	Failed	70	Passed
3.	RTA	60	Failed	60	Failed	70	Passed
4.	RAB	50	Failed	95	Passed	65	Failed
5.	ARI	50	Failed	60	Failed	70	Passed
6.	ARL	50	Failed	50	Failed	70	Passed
7.	MRR	40	Failed	80	Passed	75	Passed
8.	BP	40	Failed	50	Failed	75	Passed
9.	RSI	40	Failed	70	Passed	75	Passed
10.	MFR	40	Failed	70	Passed	60	Failed
11.	FR	40	Failed	50	Failed	50	Failed
12.	MYA	40	Failed	40	Failed	60	Failed
13.	AH	40	Failed	90	Passed	70	Passed
14.	MHA	40	Failed	80	Passed	80	Passed

15.	MF	40	Failed	50	Failed	65	Failed
16.	EEF	40	Failed	50	Failed	75	Passed
17.	AAH	40	Failed	90	Passed	80	Passed
18.	ZHS	40	Failed	80	Passed	70	Passed
19.	ZFH	30	Failed	90	Passed	85	Passed
20.	MBP	30	Failed	50	Failed	60	Failed
21.	MFR	30	Failed	60	Failed	70	Passed
22.	ARF	30	Failed	50	Failed	80	Passed
23.	LM	30	Failed	80	Passed	60	Failed
24.	MHR	30	Failed	70	Passed	75	Passed
25.	HFK	30	Failed	90	Passed	65	Failed
26.	MRA	30	Failed	60	Failed	65	Failed
27.	RS	30	Failed	50	Failed	50	Failed
28.	RIK	30	Failed	70	Passed	70	Passed
29.	NRS	30	Failed	50	Failed	80	Passed
30.	ZNZA	30	Failed	50	Failed	70	Passed
TOTAL		1220		1965		2105	
MEAN		40,67		65,5		70,17	

According to the result of analysis showed that the implementation of
dictogloss dictation method was successfully giving the good impact on Students'
writing skill of narrative text. It is showed that the mean of pre-test was only
40,67 and the mean of post-test one in the first cycle was 65,5 and the mean of
post-test two in the second cycle was 70,17.

Table 4.6

The Percentage of the impact of implementing dictogloss method to increase students' ability in writing narrative text in the First and the Second Cycle

MEETING			THE STUDENTS' WHO GOT UP TO 70	PERCENTAGE
Cycle I		Pre-Test	2	6,67 %
		Post-Test	14	46,67 %
Cycle II		Post-Test	20	66,67 %

Based on the table above the result showed the improvement of students' score from pre-test, post-test I and post-test II. In the pre-test, there were only 2 of 30 students who got score $\geq$ 70 (6,67%). In the post-test I, there were 14 of 30 students who got score $\geq$ 70 (46,67%). The percentage of the improvement scores from pre-test to post-test I were 40%. In the post-test II, there were 20 of 30 students who got score $\geq$ 70 (66,67%). The percentage of the improvement scores from post-test I to post- test II were 20 %.

A.2 Qualitative Data

These kinds of data were taken from diary notes, interview sheet, observation sheet and document. Those all were gained within two cycles.

1) Diary Note

Students were still unsure about how to write a narrative text as their pre-test in cycle one, according to the diary notes written after the lesson. They also have poor schemata in regards to how the narrative text was written. The students

responded positively to the researcher's explanation of a narrative text, including the generic structure and grammatical usage, as evidenced by their eagerness to learn. After the students were given an explanation of the narrative text, they were asked to determine the structure of the narrative text provided by a researcher, and it was discovered that some of the students were still unsure about which part of the narrative text to determine.

The researcher attempted to correct the problem identified in the previous meeting in cycle two. To help students understand the structure of narrative text, the teacher provided more explanations and examples. A teacher also attempted to improve students' writing skills by instructing them to fill in the gaps in the narrative text provided by the teacher based on peer work. As a result, the students collaborated with their peers in their groups. This task was designed to allow them to talk about their writing. Students' writing skills increased and improved in every session, according to the results of the test by test offered to them at the end of the study.

2) Observation Sheet

The observation sheet showed that most of the students were actively engaged and got motivated on their writing process through the dictogloss dictation method. This was an alternative way to gather the information about teacher behaviors, student's attitudes, class participation, and the run of teaching process during research period. This observation sheet was done by a collaborator in the class by using a checklist and scale. from this observation, it can be found and concluded that the teacher could deliver a material well, managed the class well

and time effectively. For complete data of the observation sheets are presented in Appendix.

3) Interview

The interview session was conducted two times. The first one was conducted before starting the process of research and the second one at the end of cycle two. The researcher interviewed both the students and the teacher. In the first session, they were interviewed about obstacles faced by them in writing. While for the second session, they were interviewed about their thoughts and response about the implementation of dictogloss dictation method. By the end of this interview session, found that students had many obstacles in writing tasks, then when they were taught by dictogloss dictation method, they got engaged, motivated and also interested to learn about writing skills by using dictogloss method. Complete data of the interview session are presented in Appendix.

4) Documentation

As a qualitative research, the researcher had to take the documentation of the research. The researcher collected some pictures during teaching-learning process. For a complete data can be seen in appendix.

B. Data Analysis

1. Analysis of Quantitative Data

Based on the quantitative data, the result of the research was indicated that there was an improvement in the students' ability in writing narrative text. It was stated by the data; the students' score in a pre-test, the lowest score was 30

point and the highest one was 90 point; the students' score in post-test I, the lowest score was 40 and the highest one was 90; the students' score in post-test II, the lowest score was 50 and the highest one was 95. In the pre-test, there was 6,67% (2 of 30 students) who got score $\geq$ 70. In the post-test I, there was 46,67% (14 of 30 students) who got score $\geq$ 70. The percentage of the improvement scores from pre-test to post-test I was 40%. In the post-test II, there were 66,67% (20 of 30 students) who got score $\geq$ 70. The percentage of the improvement scores from post-test I to post- test II was 20%.

2. Analysis of Qualitative Data

Qualitative data were taken from the result of interview, observation, diary notes and documentation. Both teacher and students behaviour during the process of teaching and learning in classroom were evaluated in qualitative data.

A. The activities in Cycle one

Cycle one was done in the first and second meeting. The researcher as a teacher in the classroom tried to apply dictogloss dictation method to improve students' ability in writing a narrative text. To know the progress and flow of the research, there are some criteria of successful research. Such as;

1. Students' interest during learning process.

2. Students' participation and collaboration in learning activities.

3. Students' actives and creativities in learning process.

4. The improvement of students' results during learning process.

The detail of the first cycle as follows:

- **Planning**

Planning is the most important part of this research. It will be the basic of the whole process of this research. In planning, the researcher arranged everything related to the action and also prepared everything that will probably be needed during teaching and learning process.

For planning in cycle one, the researcher had a plan to conduct the cycles in three meetings. He planned the course by considering general and individual aims. By considering the competencies hopefully, the cycles would run smoothly and easily.

During first meeting he planned to explain narrative text to the students. He would explain about the generic structure, purpose and the language features of a narrative text. He would also start to implement the dictogloss dictation method during learning process to introduce the students to the dictoglos and how the dictogloss will help them in writing narrative text.

For the upcoming two meetings, he had a plan to recall the students' knowledge on narrative text and dictogloss by asking some related questions. He also provided some narrative texts with pictures related to it. In the first meeting the students would not use dictogloss to write narrative text. They would be assessed to write a narrative text based on their prior knowledge and ideas The dictogloss dictation method would be implemented in second and third meetings as the learning technique to help the students in writing narrative text. The dictogloss was equipped with template which would provide the place for

students to take notes and write down some important words and also the whole passages. To help the students to separate the orientation, complication, resolution and the coda, there would be some boxes provided in the template.

For cycle one, the students were engaged to pay attention to the teacher's explanation, interested and became motivated by the learning process, to achieve learning indicators and to be more disciplined in their learning process. The researcher also designed some questions for the English teacher, collaborator and students to support the meetings. The questions would suit their comment on the learning and teaching process and also their expectation on the next meetings. The handout was also provided for the students to help them in learning the materials.

- **Action**

In this phase, the researcher started the learning process by warming up activity followed by elicitation of student's knowledge about the narrative text. Then he gave a pre-test. The purpose of this test is to check the students' knowledge about narrative text. The researcher assessed the students to make a simple narrative text about legend or fable. After assessing the writing to students, he checked student's writing about fable and legend and focused on some parts, such as; components of narrative and past tense.

The researcher explained and gave the students an example of the good narrative text and showed them some characters that usually appear in narrative text, like; deer, frog, buffalo, turtle and cinderella to make students able to understand narrative text deeply and also realize their mistakes on writing.

After explaining and giving a good example of narrative text, the researcher gave a sample of narrative text to the students. In this part, the researcher tries to dig students' understanding of narrative text. They have to give a mark or symbol to the components of narrative text, like; orientation, complication and resolution.

- **Observation**

The observation was done to observe students' behaviour and their obstacles they faced during teaching and learning process. It can be seen that most of students have actively participated during teaching and learning process and they were excited to learn narrative text after the researcher gave them the brief example, brief explanation of narrative text and applied the dictogloss dictation method.

- **Reflection**

After implementing the actions in Cycle one, the researcher got a view and realized the influence of the actions to the students' writing ability. The learning and teaching process ran smoothly and as hoped during the implementation of Cycle one. In order to know students opinion in which the researcher could identify the changes occurred before, during and after the actions, he did interviews to the students and English teacher

From that students and english teacher interview, researcher got some comments about the implementation of the dictogloss technique in the Cycle one. The English teacher gave good comments as he said that students' interest in

writing was increased and also they could enjoy the process although there were still some students who were lack of interest and attention during the writing process although they still paid attention to their friends during discussion.

On the other hand, the improvement can also be seen from the students' result in pre-test and post-test one. From these two testes the researcher found that there were only two students who pass the pre-test from the total thirty students, which means that there was only 6,67% students who succeed and 93,33% students who failed.

That data was significantly changed when the researcher conducted a post-test one. In post-test one, found that there were fourteen students who passed the test and sixteen students who failed, with a percentage; 46,67% students who succeed and 53,33% students who failed. However, this data did not reach the objectives of the research, so the other post-test was needed to see more progress of students.

The results of cycle one:

a) In the beginning of teaching and learning process found that students' ability in writing narrative text were low. It can be seen from the result of pre-test given by the researcher. There were only two students who passed the minimum score.

b) Students also got confused on generic structures of narrative text and in language figures that usually used in narrative text.

c) Students were excited to learn and discuss more after they were introduced by dictation dictogloss method and got a brief explanation about narrative text.

d) Students understanding of narrative text and their understanding on it were improved. It can be said from the result they got on their first post-test. The score in post-test one was higher than students score in the previous test.

B. The activities in Cycle two

After finishing the whole process of cycle one, it was found that the dictation dictogloss method was a good way to be implemented in teaching writing narrative text. It was supported by the data that showed the improvement of students' results. Therefore, in cycle one several criteria had been not achieved because some students still had a problem in understanding and writing narrative text.

In this cycle teacher gave the students more motivations and explanations about writing a good narrative text. It was expected that this cycle would probably gave a better impact and improvements on students' ability than the previous cycle. The detail of the first cycle as follows:

- **Planning**

In Cycle Two, the researcher still used the dictogloss technique to improve the students' writing skills. In Cycle one, the students showed some improvements related to their writing skill. They improved in generating ideas, sentence structure, tenses and vocabulary. However, those still could be improved in Cycle two also by using dictogloss.

In this stage, the researcher planned to provide one meeting, which focused on recalling the students' knowledge of the fable text and the story map. As in the previous Cycle, the researcher made the lesson plans for each meeting. The materials that would be taught were some shortcomings and difficulties that the students had in Cycle one. He also gave interesting topics to be written by the students.

- **Action**

To recall previous knowledge, the researcher began the learning process by warming up and then asking some questions about the students' previous lesson on narration and dictogloss processes.

The researchers distributed a post-test, in which the student was tested by offering them a sheet with blank boxes labeled "the rabbits and the turtle." Students must fill in the box with keywords that they learned from each paragraph (orientation, complication, and resolution), which will help them compose paragraphs for this fable text.

The researcher then read the whole text aloud in front of the class, and students were instructed to take notes on the keywords for each paragraph and

write them in the box. The researcher then reads the text a second time, and it is now up to the students to create chapters. Following the completion of the post-test, the researcher and students met to review their findings.

- **Observation**

    The observation was conducted to check; students' activity in getting keywords and writing paragraphs, students' responses during the teaching and learning process and student's tests. It showed that most of the students had an increase in their ability and understanding of narrative text. It has seemed also that most students had actively engaged and participated in the whole process.

- **Reflection**

    The researcher found no major issues with the students' writing of the fable text based on the data collected in Cycle two. Almost all of the students performed better in Cycle two than they did in Cycle one. They also made a few grammatical errors. The students appeared to be enthusiastic about learning English. The students were also able to gather keywords, develop the text, organize the text, choose appropriate words, and use proper tense, pronouns, punctuation, and capitalization.

    besides, the improvement can also be seen from the students' result in post-test one and post-test two. From these two testes the researcher found that 20 passed the post-test two and 10 students who failed from the total thirty students, which means that there were 66,67% students who succeed and 33,33% students

who failed. This number of data has shown that more than half of class were succeeded and it can be stated that the objectives have reached.

With the help of the dictogloss, the students were able to compose. The results of the students' writing show that they used dictogloss to write excellent fable stories. The students were no longer confused about what they wanted to write for their fable story because they had the keywords and plot of the story before they wrote it.

The results of cycle two:

a) The majority of students were personally interested and engaged in the learning and teaching process. There was evidence that using this approach enhanced students' understanding and capacity to compose narrative text substantially.

b) Some pupils, on the other hand, earned a bad grade and were less inspired to participate in the teaching and learning process. In the appendix, you'll find the details you need.

C. DISCUSSION

According to the brief examples of the previous data study, applying the dictation dictogloss methodology in teaching writing narrative text has had a positive impact on both students' understanding and proficiency in writing narrative text. The data above, which indicates students' growth as well as their grades, supports this argument.

The study's objectives were reached at the end of the study. It was shown by the students' better behavior and performance on all of the researcher's tests. It's not just that they're good at writing narrative text. When they engaged in all of the tasks in each step of the research, their expressions, desires, and excitements increased as well.

The researcher discovered several studies that helped to establish students' writing skills by using the dictogloss dictation approach to teach writing. Inu Setianas' study, which took place in Bandung, was the first. His research focuses on teaching writing using the dictation dictogloss process. It was kept in Bandung for seventh-grade junior high school students.

As a result of his study, he found that students' writing skills improved significantly. This is shown by the rise in mean score from pre-test to post-test.

The second analysis was led by Zahra Amirian. Her thesis focused on teaching coherent text to her students using the dictogloss dictation process. It was established to see how the dictation dictogloss process would work in a classroom setting. She discovered that taking this method increased students' engagement and comprehension in class. The studies described above show that using the dictation dictogloss approach increases students' writing abilities. As a result, the researcher is optimistic that the dictation dictogloss approach is one of the most successful classroom learning processes in developing students' writing skills.

CHAPTER V

CONCLUSION AND SUGGESTION

Two subchapters make up this final chapter. These are the suggestions and conclusions. The conclusions were drawn from the findings, analysis, and discussion presented in the previous chapter of this research. The suggestions were suggested based on the analysis' findings.

A. Conclusion

After conducting the research, there were two points which could be taken as conclusions, they are:

1. Based on data analysis, according to the results, the lowest score on the pre-test was 30 points and the highest was 90 points; the lowest score on the post-test I was 40 points and the highest was90; and the lowest score on the post-test II was 50 points and the highest was 95 points. In the pre-test, 6.67 % (2 of 30 students) received a score of 70 or higher. In the post-test I, 46.67 % (14 of 30 students) earned a score of 70 or higher. The number of improved scores from the pre-test to the post-test I was 40%. In the post-test II, 66.67 % (20 of 30 students) received a score of 70 or higher. From post-test I to post-test II, the rate of improved scores was 20%. As a result, it is possible to assume that the students' ability to write narrative text in an acceptable manner has improved.

2. Teaching narrative text using the dictogloss dictation approach has a substantial influence on students' capacity and interest to think about narrative text. Since using this approach, students were able to quickly understand and remember the generic structure of narrative text. They'd be able to write a good narrative text as well.

B. Suggestion

Based on the findings and discussion of this report, the following methods for English teaching and learning to improve students' abilities to compose narrative text:

1. The Dictogloss dictation approach is recommended as a fun and engaging way to teach narrative text to Senior and Junior High School students. However, there are certain weaknesses in this approach: dictogloss has a lengthy technique that takes a long time to master in the teaching and learning process, and it is unsuccessful for lower-level learners.

2. The findings of this study can be helpful to readers when teaching narrative text. According to the writer, the reader may learn more about the usage of the dictogloss dictation process in enhancing students' abilities to compose narrative text.

3. In addition, the researcher hopes that this study will serve as a foundation for future research aimed at improving students' ability to write narrative text.

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APPENDICES

LESSON PLAN

School   : MTs. PP Ar Raudhatul Hasanah Medan

Class   : VIII

Subject   : English

Meeting   : 1st Meeting

Time allocation : 2 x 45 minutes

Standard Competence

Expressing the meaning of written text in the form of narrative text, in context of fable.

Basic Competence

Expressing the meaning and steps in written narrative text accurately, fluently and appropriately in context of Fable.

Indicator

- Identifying generic structure of narrative text.
- Identifying language features of narrative text.
- Producing narrative text well

Teaching Objectives

At the end of learning process

- Identifying generic structure of narrative text.

- Identifying language features of narrative text.

- Producing narrative text well.

  Subject Materials

- Provided narrative text.

- Written fable

  Methods

- Question and answer

- Discussion

- Assignment

- Reward and punishment

  Learning Strategy

- Dictogloss dictation method

Learning activities

Phases

1. Planning: preparing lesson plan and teaching program

2. Action:

A. Introductory activity

   a. Saying salam to students

   b. Praying

   c. Reading the class attendance

   d. Warming up activity:

- Teacher shows some pictures of familiar characters in narrative text (fable).

   B. Core Activity

   Explanation

   a. Eliciting student's knowledge about narrative text.

   b. Introducing the topic to students

   c. Writing some examples of Past tense form on the blackboard

   d. Asking students to write a simple fable and legend text by using past tense

   e. Checking students fable or legend writings (focusing on some parts, such as; components of narrative and past tense)

   f. Telling students some mistakes on their fable or legends writing task

   g. Giving an explanation about narrative text

h. Giving an explanation about dictogloss dictation method

i. Distributing the good example of narrative text to the students

j. Asking some students to read a text

k. Translating the difficult words in the text

Elaboration

    a. Distribute a dictogloss dictation method to each students

    b. Students do the instruction of dictogloss dictation method

    c. Facilitate learners through the provision of tasks, discussion and other to bring new ideas both orally and in writing

    d. Provide an opportunity to think and analyze the text

    e. Teacher and students are doing discussion related to material.

Confirmation

    a. Provide positive feedback in the form of oral, written, gesture or a gift to the success of learners

    b. Confirm the result of the explanation and elaboration of learners through a variety of sources

    c. Facilitate learners to reflect on learning experiences

    d. Giving a reward to the students who get a highest score

C. Closing Activities

    a. Ask students problems during learning process

    b. Make the conclusion of learning material

    c. Give the appreciation to all students for their attention during learning process

    d. Teacher saying salam

3. Observation: observe student's behavior and problem during teaching process

4. Reflection: evaluate student's action

Learning Resources

a. Reading Material

b. Dictionary

c. Paper (for assignment)

d. Board marker and whiteboard

Rating

$$S = \frac{R}{N} \times 100$$

Where: S = Score of the test

                  R = Number of correct answer

                  N = Number of questions

      Minimum score = 0

      Maximum score = 100

Medan,   November 2019

Mengetahui:

English Teacher   Researcher

(M. Alfin Nashir, S.Pd)   (Rizaldi Pulungan)

LESSON PLAN

School   : MTs. PP Ar Raudhatul Hasanah Medan

Class   : VIII

Subject   : English

Meeting   : 2nd and 3rd Meeting

Time allocation   : 4 x 45 minutes

Standard Competence

Expressing the meaning of written text in the form of narrative text, in context of fable.

Basic Competence

Expressing the meaning and rhetorical steps in written narrative text accurately, fluently and appropriately in context of Fable.

Indicator

- Identifying generic structure of narrative text.
- Identifying language features of narrative text.
- Producing narrative text well

Teaching Objectives

At the end of learning process

- Identifying generic structure of narrative text.

- Identifying language features of narrative text.

- Producing narrative text well.

Subject Materials

- Provided narrative text.

- Written fable

Methods

- Question and answer

- Discussion

- Assignment

- Reward and punishment

Learning Strategy

- Dictogloss dictation method

Learning activities

Phases

1. Planning: preparing lesson plan and teaching program

2. Action:

A. Introductory activity

a. Saying salam to students

b. Praying

c. Reading the class attendance

d. Warming up activity:

- Teacher shows some pictures of familiar characters in narrative text (fable).

B. Core Activity

Explanation

a. Asking students about their previous lesson about narrative text in order to recall their memory of last meeting.

b. Dividing students to ten groups

c. Giving each group a paper of narrative text about fable under the title "true firend" with lost sentences on it.

d. Implementing dictogloss dictation method

- Reading a passage twice in front of the class

- Asking students to listen what teacher reads in front of the class

- Ordering students to focus on their missing part and try to fill it based on what they listened.

e. Letting the students to discuss words or phrases gotten by each member of the group

f. Giving one member of each groups to read what they have discussed

g. Telling students some mistakes on their fable or legends writing task

Elaboration

a. Distribute a dictogloss dictation method to each students

b. Students do the instruction of dictogloss dictation method

c. Facilitate learners through the provision of tasks, discussion and other to bring new ideas both orally and in writing

d. Provide an opportunity to think and analyze the text

e. Teacher and students are doing discussion related to material.

Confirmation

a. Provide positive feedback in the form of oral, written, gesture or a gift to the success of learners

b. Confirm the result of the explanation and elaboration of learners through a variety of sources

c. Facilitate learners to reflect on learning experiences

d. Giving a reward to the students who get a highest score

C. Closing Activities

a. Ask students problems during learning process

b. Make the conclusion of learning material

c. Give the appreciation to all students for their attention during learning process

d. Teacher saying salam

3. Observation: observe student's behavior and problem during teaching process

4. Reflection: evaluate student's action

Learning Resources

a. Reading Material

b. Dictionary

c. Paper (for assignment)

d. Board marker and whiteboard

Rating

$$S = \frac{R}{N} \times 100$$

Where: S = Score of the test

R = Number of correct answer

N = Number of questions

Minimum score = 0

Maximum score = 100

Medan,   November 2019

Mengetahui:

English Teacher   Researcher

(M. Alfin Nashir, S.Pd)   (Rizaldi Pulungan)

APPENDIX B

Diary Note

First Meeting

During the first meeting, the researcher started the class by greeting the students and asked their condition. He continued by introducing his self and asked students to introduce their self shortly. Then he tried to explain the purpose of the research and also teaching objectives. In this meeting, the researcher also ordered students to write a narrative text in terms of fable or legend in order to know their knowledge, understandings and skills of writing so he will get easier to predict and to determine the steps or actions that would be taken in the next meeting.

Second Meeting

In this meeting the researcher started by asking students about their previous material and continued by delivering a brief explanation of narrative text included its generic structure and grammar. The researcher divided students to ten groups as a starting point of the implementation of dictogloss dictation method and then he distributed the uncompleted passage titled by "true friend" each member asked to listen and focus on their missing parts. The researcher started to read the whole passage in front of the students and they have to listen and catch the words to fill their missing parts. Once he finished the reading session, he gave a time to students to discuss with a peer in their group and write the words they got that may be useful as a keywords to fill the missing part. After that, students discussed their words and tried to make it to sentences to fill that missing part. By

the end of the activity, the researcher asked one of team member to come forward and read what they have discussed.

Third Meeting

This is the last meeting on this research where the post test will be given to students. In this meeting the researcher started the class by asking students about their previous lesson which is about narrative text and dictogloss method. this is aimed to recall their previous memory and knowledge. As the post test, the researcher assessed the student by giving them a sheet with some blanked boxes entitled "the rabbits and the turtle". Students have to fill the box with keywords they got from each paragraph (orientation, complication and resolution) that will be useful for them to write the paragraphs of this fable text. The researcher read the whole text loudly in front of the class and students should pay attention to get keywords for each paragraph and write it in the box. Next part, the researcher read the text for second time and this is time for students to make a paragraphs. After finishing the post test, the researcher and students discussed about their work together.

APPENDIX C

OBSERVATION SHEET

(CYCLE 1)

School   : MTs. PP. Ar Raudhatul Hasanah

Grade   : VIII Junior high school students

Subject   : English

Topic   : Writing Narrative text (Fable)

FOCUS	TOPIC	YES	NO
The researcher as the teacher	1. Teacher comes on time	√	
	2. Teacher greets the students	√	
	3. Teacher motivates the students	√	
	4. Teacher gives a warming up activity to students	√	
	5. Teacher tells the students the goal of study	√	
	6. Teacher prepares the story and show the students about the implementation of dictogloss dictation method	√	

	7. Teacher delivers an explanation about narrative text	√	
	8. Teacher explains the material clearly	√	
	9. Teacher uses media of teaching	√	
	10. Teacher gives students chance to ask the teacher related to the topic of study	√	
	11. Teacher gives test to the student	√	
	12. Teacher uses the time effectively	√	
	13. Teacher concludes the material of teaching	√	
Students	1. Students come to class on time	√	
	2. Students pay attention then give their responses	√	
	3. Students enjoy the study	√	
	4. Students are interested and enthusiastic in studying about writing narrative text	√	

	by dixtogloss dictation method.		
	5. Students actively participate in learning process	√	
	6. Students ask the teacher about material that they do not understand	√	
	7. Students answer the question given by teacher	√	
	8. The relationship between teacher and students is built	√	
	9. Students do a test seriously	√	

Medan,   November 2019

English Teacher

(Alfin Nashir, S.Pd)

OBSERVATION SHEET

(CYCLE II)

School   : MTs. PP. Ar Raudhatul Hasanah

Grade   : VIII Junior high school students

Subject   : English

Topic   : Writing Narrative text (Fable)

FOCUS	TOPIC	YES	NO
The researcher as the teacher	1. Teacher comes on time	√	
	2. Teacher greets the students	√	
	3. Teacher motivates the students	√	
	4. Teacher gives a warming up activity to students	√	
	5. Teacher tells the students the goal of study	√	
	6. Teacher prepares the story and show the students about the implementation of dictogloss dictation method	√	

	7. Teacher delivers an explanation about narrative text	√	
	8. Teacher explains the material clearly	√	
	9. Teacher uses media of teaching	√	
	10. Teacher gives students chance to ask the teacher related to the topic of study	√	
	11. Teacher gives test to the student	√	
	12. Teacher uses the time effectively	√	
	13. Teacher concludes the material of teaching	√	
Students	14. Students come to class on time	√	
	15. Students pay attention then give their responses	√	

	16. Students enjoy the study	√	
	17. Students are interested and enthusiastic in studying about writing narrative text by dixtogloss dictation method.	√	
	18. Students actively participate in learning process	√	
	19. Students ask the teacher about material that they do not understand	√	
	20. Students answer the question given by teacher	√	
	21. The relationship between teacher and students is built	√	
	22. Students do a test seriously	√	

Medan,   November 2019

English Teacher

(Alfin Nashir, S.Pd)

APPENDIX D

1. Interview session between researcher and English teacher conducted in the first meeting

Researcher: Assalamu'alaikum warahmatullahi wabarakatuh. How are you sir?

Teacher   : Wa'alaikumussalam Warahmatullah. I am fine, Thank you.

Researcher: Firstly, I would like to thank you for allowing me to hold my research in your class. How long have you been an English teacher sir?

Teacher   : I have been an English teacher for seven years

Researcher: According to your teaching experience, what is the hardest skill to be taught to students?

Teacher   : since writing is the highest level in four skills of English, it could be stated that writing is the hardest one

Researcher: what strategy do you usually use in teaching writing?

Teacher   : I prefer to use the peer group learning, so basically I make a group of study so they can discuss and finish the task together

Researcher: do the students have obstacles in studying English, especially in studying writing? And what are the factors of those obstacles?

Teacher   : Yes they do. The factors are they still have a lack of vocabulary and poor understanding about the text in writing

Researcher: have you used dictogloss dictation method in teaching writing sir?

Teacher   : No, I haven't used that method.

2. Interview session between researcher and students conducted in the first meeting

Researcher   : Assalamu'alaikum Warahmatullah wabarakatuh

Student 1,2,3 : Wa 'alaikumussalam warahmatullah

Researcher   : How are you all?

Student 1,2,3 : Alhamdulillah, we are fine

Researcher   : I have some questions for all of you, please answer it based on yourself, Okay?

Student 1,2,3 : Okay, Brother

Researcher   : do you like learning English?

Student 1   : yes, I do

Students 2   : no, I don't like it. It's very hard to understand

Students 3   : sometimes I like it and sometimes don't brother, it depends on the teaching itself

Researcher   : what are the obstacles that you faced in learning English?

Student 1   : I have a problem in pronouncing the English words and writing a good paragraph in English brother

Student 2   : I have a problem in memorizing vocabulary and understanding the structure of the sentence in English.

Student 3   : I have a problem in speaking and writing also brother

Researcher   : how do you tackle your problems in writing?

Student 1   : I often use my dictionary to know more about words in English so I can put those words in my writing

Student 2   : I will try to learn more about structure of each types of writing

Students 3   : I always use my dictionary to help me in understanding the word's meaning and its parts in sentence

Researcher   : have you learnt English writing by dictogoloss dictation method?

Student 1,2,3   : No sir, we have not learnt by that method. We just heard it now

3. **Interview session between researcher and students conducted in the last meeting of cycle two**

It was conducted to obtain students opinions on using dictation dictogloss method to improve student's ability in writing narrative text.

Researcher   : what is your opinion about dictation dictogloss method that we used in learning narrative text?

Student 1   : it's fun! The method made me understand the generic structure of narrative text easily

Student 2   : for me dictogloss dictation method very recommended to use in learning writing. My writing score was increased after you taught us by using dictogloss dictation method

Student 3   : it is really help me to write a good structured sentence in English

Researcher   : do you think "dictogloss dictation method" helped you in understanding narrative text and improving your score in writing?

Student 1,2,3 : yes brother! Absolutely! This method helped us a lot in studying about writing narrative text.

4. Interview session between researcher and English teacher conducted in the last meeting of cycle two.

Researcher   : how do you teach English writing to your students in your classroom sir?

Teacher   : I usually use the strategy which makes them be more spirit in learning writing

Researcher   : what do you think about the implementation of dictogloss dictation method in teaching narrative text?

Teacher   : I think this method is highly recommended to be use in teaching writing because students were so active and really enthusiast in process of learning about narrative text. This method also enlarges their understanding about generic structure of narrative text.

APPENDIX E

Student's score in three writing tests

No	Student's initials	SCORE		
		CYCLE I		CYCLE II
		Pre-Test	Post-Test I	Post-Test II
1.	AA	**90**	**90**	**95**
2.	AJD	**80**	40	**70**
3.	RTA	60	60	**70**
4.	RAB	50	**95**	65
5.	ARI	50	60	**70**
6.	ARL	50	50	**70**
7.	MRR	40	**80**	75
8.	BP	40	50	**75**
9.	RSI	40	**70**	**75**
10.	MFR	40	**70**	60
11.	FR	40	50	50
12.	MYA	40	40	60

13.	AH	40	**90**	**70**
14.	MHA	40	**80**	**80**
15.	MF	40	50	65
16.	EEF	40	50	**75**
17.	AAH	40	**90**	**80**
18.	ZHS	40	**80**	**70**
19.	ZFH	30	**90**	**85**
20.	MBP	30	50	60
21.	MFR	30	60	**70**
22.	ARF	30	50	**80**
23.	LM	30	**80**	60
24.	MHR	30	**70**	**75**
25.	HFK	30	**90**	65
26.	MRA	30	60	65
27.	RS	30	50	50
28.	RIK	30	**70**	**70**

29.	NRS	30	50	**80**
30.	ZNZA	30	50	**70**
Total		1220	1965	2105
Mean		40,67	65,5	70,17

APPENDIX F

Pre Test

Questions (Orally)

1. Do you know narrative text? What text is it?

2. Can you mention the example of narrative text?

3. Mention the composition of narrative text!

4. What characters are these? (researcher showed the pictures of fable character)

Post test 1

Questions (Orally) or Elicitation time

1. Do you know narrative text? What text is it?

2. Can you mention the example of narrative text?

3. Mention the composition of narrative text!

4. What kind of tense that used in narrative text?

Post Test 2

Questions (Orally) or Elicitation time

1. Mention the composition of narrative text!

2. What kind of tense that used in narrative text?

3. Do you remember what we did in previous meeting?

4. Are you interested?

TEST INSTRUMENTS

Pre Test

Subject   : English Writing

Time Allocation   : 2 x 45 minutes

Instruction

1. Write your name and class in the top of your paper! (researcher gave a papers to a student)

2. Think one title of fable or legend story that you known!

3. Write your chosen story on the paper given!

Subject   : English Writing

Time Allocation   : 2 x 45 minutes

Instruction

1. Please seat based on your group! (teacher made a group of study)

2. Write your group name and groups members in the bottom of your group paper! (researcher gave a papers to each group)

3. Listen to this story and write down any words that you got during listening as a keyword for your writing! (students just focus on their group part)

4. Write your group part from dictated narrative text on the paper.

<u>**Post Tense II**</u>

Subject   : English Writing

Time Allocation   : 2 x 45 minutes

Instruction

1. Write your name on the top of your paper! (individual task)

2. Listen to the story about "the rabbit and the turtle"

3. Write the keywords that you got on the specific column based on the composition of the text!

4. The researcher read the story for the second time and students have to listen on it. You are not allowed to write any words!

5. Write the story about "rabbit and turtle" by using keywords that you got in previous activity!

APPENDIX G

Nomor : 06/DIR/B.XI/2019   Medan, 2 November 2019
Perihal : Surat Balasan

Kepada Yth:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan
Universitas Islam Negeri Sumatera Utara Medan
Di-
    Tempat

Bismillahirrahmanirrahim
Assalamu'alaikum Wr.Wb

Sehubungan dengan surat yang diterima dari Universitas Islam Negeri Sumatera Utara Medan, perihal Izin Penelitian, maka dengan ini kami Direktur Pesantren Ar-Raudlatul Hasanah Medan mengizinkan saudara:

Nama   : Rizaldi Pulungan
N I M   : 34144031
Jurusan   : Pendidikan Bahasa Inggris
Fakultas   : FITK (Ilmu Tarbiyah dan Keguruan)
Judul   : "Improving 8th grade students skill in writing narrative text by using dictogloss dictation methode in junior high school Pesantren Ar-Raudlatul Hasanah"

Untuk melakukan Penelitian di Pesantren Ar-Raudlatul Hasanah sesuai dengan yang direncanakan.

Demikian Surat Balasan ini kami buat, untuk dipergunakan sebagaimana mestinya.

Wassalam,
Direktur Pesantren
Ar-Raudlatul Hasanah

H. Solihin Adin, S.Ag, MM